

Education Zone

25th November
5-6pm

C.LTB3 / MS TEAMS

Minutes

- **Welcome**
- **In Attendance**
 - Members Present
 - Adelayo Adebayo AA, Vice President Education
 - Jeremy Harvey JH, Student Voice Manager
 - In Attendance
 - 16 Academic Reps & Faculty Officers
 - 4 Ordinary Members
 - 1 Staff Support
 - Apologies
 - N/A
 - Absent without apologies
 - N/A
- **Minutes Ratification**
 - Minutes ratified by XX [ADD INITIALS OF THOSE PROPOSING]
 - [DELETE IF NOT APPROPRIATE] No objections/Minutes objected
 - [DELETE IF NOT APPROPRIATE] Amendment:
 - XX
- **Challenges to Order Paper**
 - No challenges to order
- **Dates to Note**
 - General Meeting: 5-7PM 28th November 2024
 - Education Zone 3: 5-6PM 19th February
- **Elections & Resignations**
 - No elections
- **Reports (the Education Zone reports can be reviewed in the agenda)**

- Vice President Education, Adelayo Adebayo
 - AA set up meetings with the newly elected volunteer officers to talk about their ideas and what to work on and for upcoming events.
 - From last meeting AA sent out a form relating to personal tutors and got 300 responses. Moving forward these will be presented to the university to look at current ongoing issues affecting the personal tutors scheme.
 - AA updated on the 16 days of activism which started on the 25th November working with Kenny, set up 2 events in partnership with the FEM society and it is open to everyone.
 - Spoke about the importance of attending the EZ meetings and to share ideas on what to work on.
- Engagement Volunteer Officer, Chris Sorkos
- Postgraduate Volunteer Officer, John Adithya
- Alternative Pathways Volunteer Officer, No update
- Mature Students' Volunteer Officer, Tabitha McKechnie
- Parents & Carers Volunteer Officer, Huzaifah Mirza
- Care Experienced Students Volunteer Officer, Brandon Wilson

- **Updates, discussion and decision topics**

- SSFC feedback session (AA)
 - AA: reached out to reps who are yet to attend an SSFC meeting and to address any concerns they would like to bring up.
 - JH: Brought up a concern, this issue was relating to courses which had few or many modules where there were problems within the fewer modules and very little time to address issues within the larger programmes and only had the lecturers give generic feedback. REP concern: rushed feedback due to very tight time restraints within lectures such as other classes coming in for their class before questions have been addressed and a lot of content to pack into modules and therefore little time for lecturers to address concerns and therefore students are starting to feel shot down by not having their questions answered. AA: The team doesn't have access to feedback and therefore these issues are good to bring up in the meetings as they can be addressed and try to get resolved ASAP.
- Academic Integrity Module (AA)
 - AA: Does anybody know what this is involving. Rep: The use of AI in work and the repercussions of using AI. AA: A lot of people don't know what it is, but it is a commitment to good study practice and values and all your work is an expression

of your own understandings and ideas. If you haven't taken the module, you could very easily be done for academic misconduct, and this course is said to be mandatory, but it is not enforced unless you have been caught for academic misconduct.

- AA: Has anyone taken the module? Rep: for International Student's it's different from where you're coming from and a lot of students don't understand that it can affect their studies.
- Rep: Thought it came across very stern and then it catches the students off guard whenever lecturers say that the use of AI is okay and it can be quite confusing when there are differences in rules per module. AA: agrees, as currently the university has a guide to AI, which says that it is dependent on the module and if the module says you can use it that you can and a lot of the lecturers are afraid due to not understanding how it works.
- AA: We need to make sure we're on the same page and if you look at other universities they're going through the same things and we need to address how we feel about it and what needs to be changed. How did you find it? If you haven't completed it, any reason? Rep: I haven't taken it as there's no genuine reason why I should.
- AA: Speaking with the advice team, the large proportion of students who commit academic misconduct are international students due to referencing and differences in lecturers, such as some of them would accept things that others wouldn't, which can be very confusing. Does anybody know where this can be accessed? Rep: It can be accessed on Canvas.
- AA: I believe the content is not what it's meant to be, in terms of whether the content is helpful or is it just the basics. Rep: remembers terminology of Stirling University has a 0 tolerance to AI but then lecturers will allow you to use AI and that can be quite confusing. AA: How would we like to receive the information? Would we like it to be mandatory? Rep: if you had it introduced briefly at the start of term and if you feel your academic integrity is becoming blurred can you go to student services to find out if you're using too much AI. JH: This is something you can do. Rep: AI is progressing so fast that by the time you decide to implement changes the rules are already outdated.
- JH: Some suggestions on how to receive this are through canvas, as an email and linked at the bottom of all assessments before assignment submissions.
- Academic Rep System (JH)
 - We have a Interim Deputy Principal of Student Experience and she is very keen on Student Voice and how to improve it and the student reps and academic structures are

terrible. The system here is unreliable, as we don't know who our reps are due to the technology. It's complicated and a lot of time is spent compiling the information instead of having training, holding meetings, building communities. 17% of module reps are based in different divisions to their "home" divisions, which is a bad system. It is unclear as no one knows what happens with student feedback and what changes have been made. It is unengaging as there are delays in contacting reps and confusion on who's responsible for things.

- There are 2 parts for Academic Representation, which is, the system of recruiting and training and the wider institutional voice and quality system they perform in. The proposal is to have reps within a division in each year which is ratioed. This would benefit as it reduces the complexity, gives academic reps a more direct link to relevant staff and more "senior" representatives. Gives confidence that the reps in their meetings are more familiar with the broader culture of the division. Provides a stronger link between academic representation system and quality system.
- We will be using Microsoft forms instead of Canvas.

- **Any Other Business**
 - N/A
- **Date of Next Meeting: 19th February**
- **Reserved business**